

Dove Valley Federation



Clifton CE (VC) Primary School
& Osmaston CE (VC) Primary School



Executive Headteacher Recruitment Pack



Dove Valley Federation

Contents:

1. Welcome from Chair of Governors
2. Our School – Information for Candidates
3. Job Description
4. Person Specification



DOVE VALLEY FEDERATION



Dove Valley Federation

Clifton CE (VC) Primary School, Cross Side, Clifton, ASHBOURNE DE6 2GJ
Osmaston CE (VC) Primary School, Moor Lane, Osmaston, ASHBOURNE DE6 1LW

Telephone: 01335 343140

22 May 2026

Dear Applicant,

Executive Headteacher - Dove Valley Federation

Thank you for your interest in our Executive Headteacher vacancy at the Dove Valley Federation. As Chair of Governors, I would like to tell you a little bit about our federation and some of the many reasons why we are so proud of our schools.

The Dove Valley Federation was formed in 2020, bringing together two schools sharing the same traditional Christian values; each with its own unique character. Children, staff and families are part of an inclusive school community; older children act as buddies to reception children, families are welcomed to weekly collective worship to celebrate achievements and regular fundraising, and community events are arranged by parent and teacher associations.

Both of our schools are set in village locations on the outskirts of Ashbourne, a small market town at the gateway to Dovedale and on the edge of the Peak District. They are ideally situated to provide children with a rich range of experiences beyond the classroom. The surrounding area offers excellent opportunities for outdoor learning, sporting participation and engagement with places of cultural and historical significance. These experiences play an important part in the curriculum, broadening horizons and supporting the personal development and aspirations of each of our children.

Due to the upcoming retirement of our current Executive Headteacher, we are looking for an individual who can build on the strength and success of the federation and work closely with senior leaders, Governors and staff to ensure a shared vision for excellence. The role requires the ability to lead effectively across two distinct settings, balancing the needs and strengths of each school whilst promoting collaboration, consistency and continuous improvement. A strong understanding of organisational leadership, financial management and resource allocation will be essential, ensuring that budgets are managed prudently and sustainably to secure the best possible outcomes and opportunities for children.

This is an exciting opportunity to lead two schools with strong communities, dedicated staff and ambitious aspirations for the future. If you feel this role is the right opportunity for you, we warmly encourage your application and we look forward to meeting with you.

Yours sincerely,

Laura Evans

**Chair
Dove Valley Federation**

DOVE VALLEY FEDERATION

Clifton CE (VC) Primary School & Osmaston CE (VC) Primary School

APPOINTMENT OF EXECUTIVE HEADTEACHER

Information for Candidates

Dove Valley Federation is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

<u>Date of Appointment</u>	1 January 2027
<u>Salary</u>	Group Two Individual School Range: L17 – L23
<u>Estimated Number on Roll</u>	Clifton CE (VC) Primary School – 107 Osmaston CE (VC) Primary School – 153
<u>Teaching Establishment</u>	Executive Headteacher + 9
<u>Head teacher commitments</u>	0
<u>Management Structure</u>	Executive Headteacher + Executive Deputy Headteacher

Support Staff across the Federation

Job Description	Posts
Federation Business Manager	1
Federation Assistant Business Manager	2
Teaching Assistants (General)	9
Teaching Assistants (SEN)	4
Senior Midday Supervisors	8
Caretaker	0
Cleaner	2

Location

The schools are located near to the town of Ashbourne. The town is surrounded by the Peak District National Park; both schools are close to the A52 and the A515.

Accommodation

Both schools are located in Victorian buildings, with modern extensions/classrooms too. Both schools have use of their respective village halls.

Outside there are good playgrounds and a school field in both locations.

Midday meals are cooked and served in the village halls by the Derbyshire County Council Catering Service.

OFSTED Inspection

Both schools have good Ofsted Reports.

SIAMS Inspection

Both schools have good SIAMS Reports which are available on the schools' websites.

Financial Budget

The schools' basic school budgets for this financial year are £789,772.00 (Osmaston) and £682,549 (Clifton).

Applications

Candidates should submit applications **online** on a DCC Teacher Application Form, together with a supporting statement letter matching their skills and experience to the headings in the Job Description and Person Specification. The letter should be no longer than 1500 words (please include word count). CVs should not be attached.

If preferred, **postal application forms** are available from Call Derbyshire on 01629 533190, quoting the job reference number attached to this post. Completed applications should be sent to Derbyshire County Council, Recruitment Section, County Hall, Matlock, Derbyshire DE4 3AG, allowing sufficient delivery time to meet the deadline for applications.

In order to comply with the safer recruitment requirements candidates must fully complete the application form including the section on references. It is not acceptable to substitute parts of the form with your own version. All gaps in employment should be accounted for and explained.

References

Open testimonials are not accepted for this post, and it is intended that the Local Authority will take up a professional reference from your **existing employer** and one other professional reference of your choice. ***If you are not currently working with children, references will be requested from a previous employer where this was the case. You are, therefore, requested to supply contact details for this organisation and also to alert all referees to expect a request, should you be shortlisted.*** References from relatives or people writing solely in the capacity of friends will not be accepted.

Security Checks

Due to this post having access to children and/or vulnerable adults, candidates will be required to undertake a Disclosure and Barring Service check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided. **Candidates who are foreign nationals, or a UK national who has lived abroad at any point in their adult life, MUST provide a Certificate of Good Conduct prior to taking up an appointment.**

Interviews

It is intended that interviews will take place on 9 July 2026 and 10 July 2026 and Candidates selected for interview will be contacted by telephone. If you have not been contacted within seven days of the proposed interview dates you should assume, on this occasion, that you have not been shortlisted for interview. Should you wish to make any further enquiries, please contact the Headship Recruitment Team via Headship.recruitment@derbyshire.gov.uk or on 01629 539455.

The Governors will be advised by a Local Authority HR Officer, the Senior Advisor for School Improvement and the Acting Diocesan Director of Education for Derby Diocese.

Closing Date

21 June 2026



DOVE VALLEY FEDERATION

Clifton CE (VC) Primary School & Osmaston CE (VC) Primary School

APPOINTMENT OF EXECUTIVE HEADTEACHER



Job Description

MAIN PURPOSE OF THE JOB

- 1.1 Provide strategic leadership, and hold overall accountability for direction, standards achieved and quality to enable the schools in the Federation to deliver their aims and priorities.
- 1.2 Overall responsibility for all the Business and System infrastructure.
- 1.3 Carry out professional duties as circumstances may reasonably require as provided for under the relevant sections of the School Teachers' Pay and Conditions Document (STPCD), and other relevant statutory provisions.

KEY RESPONSIBILITIES – VISION, DIRECTION, DEVELOPMENT

- 2.1 Lead, develop and have overall responsibility for recruiting, inducting, retaining and deploying high-quality staff appropriately so that the vision, aims and key priorities for the schools within the Federation can be achieved.
- 2.2 Ensure the vision for the schools are clearly articulated, shared, understood and acted effectively upon by all.
- 2.3 Responsible for the overall internal organisation, management and control of each school. Consult, as appropriate, with the staff of the school, the pupils, parents and carers.
- 2.4 Ensure that strategic planning and the school culture and curriculum take account of the diversity, values and experience of the schools and communities at large.
- 2.5 Developing and maintaining the Christian ethos of the school, so that it is intrinsic and permeates all aspects of the school's life and curriculum and contributes to academic achievement and the building of the community.

STANDARDS - PUPILS AND STAFF

- 3.1 Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- 3.2 Secure good teaching across the schools with increasing elements of outstanding through a comprehensive understanding of:

- how pupils learn
- barriers to learning, especially for disadvantaged learners and proven strategies to overcome these
- the core features of effective classroom practice, including securing effective behaviour for learning, and curriculum design

Leading to rich curriculum opportunities and the securing of pupils' well-being, effective learning and appropriate attainment and progress.

- 3.3 Create and establish the conditions for an educational culture of sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis which contribute to effective learning.
- 3.4 Create an ethos within and between schools so that all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- 3.5 Challenge under-performance at all levels and ensure action is taken to secure improvement.
- 3.6 Lead and promote the health, safety and well-being of all pupils and staff across the Federation.
- 3.7 Take responsibility for ensuring safeguarding arrangements are secure, expecting all staff and volunteers to share a commitment to safeguarding.
- 3.8 Create and promote positive strategies for challenging and responding to all forms of prejudice including extremist influences.
- 3.9 Hold all staff to account for their professional conduct and the effectiveness of their practice.

SYSTEMS AND PROCESS

- 4.1 Ensure that the policies, systems and processes in schools within the Federation are well developed, meet legal and statutory requirements, secure best practice, are efficient and effectively implemented, regularly reviewed and evaluated, and appropriately shared with key stakeholders.
- 4.2 Provide a safe, calm and well-ordered environment for all staff and pupils, focussed on safeguarding pupils and the welfare of children.
- 4.3 Take a strategic role in the development of emerging technologies to manage the Federation and enhance and extend the learning experience of pupils.
- 4.4 Lead on the establishment of rigorous, fair and transparent policies, systems and processes, which recognise success and effective practice, are evaluated and regularly reviewed to ensure that they are fit for purpose and adapted to the schools' setting in order to:
 - manage the performance of all staff
 - address any under-performance
 - support staff to improve

- 4.5 Establish and implement arrangements for strong governance, developing positive and professional working relationships and actively ensuring that the Governing Board understands its role and delivers its functions effectively, in particular its functions to determine school strategy and to hold the Executive Headteacher to account for pupil, staff and financial performance.
- 4.6 Develop and implement strategic, curriculum/pupil needs-led financial planning and effective financial management and control, to achieve value for money and ensure the appropriate, effective affordable deployment of budgets and resources, in the best interests of pupils' achievements and the sustainability of each school within the Federation.
- 4.7 Ensure that arrangements are in place for the effective management of the schools in the absence of the Executive Headteacher.

THE SELF-IMPROVING SCHOOL SYSTEM

- 5.1 Provide strategic leadership and coordination to create outward-facing schools which work with other schools, partners and key stakeholders, including parents and carers, - in a climate of mutual challenge and support – to secure the development of best practice so that all pupils achieve their potential by making good progress from their starting points.
- 5.2 Overall responsibility to develop and maintain effective relationships with fellow professionals, colleagues in public services and in the business and voluntary sector and Trade Unions representing staff in the school to improve academic and social outcomes for all pupils.
- 5.3 Challenge traditional practice in education in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- 5.4 Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- 5.5 Ensure that leadership is distributed within and between schools, establishing teams of colleagues who have distinct roles and responsibilities, clearly set out and shared so that all staff are empowered to hold each other to account for their decision making and impact.
- 5.6 Ensure that all staff understand the importance of and are open to engaging with innovative approaches to school improvement, leadership and governance, in the best interest of pupils, based on research of models with proven impact.

DEVELOPING SELF AND WORKING WITH OTHERS

- 6.1 Build a collaborative learning culture across the Federation and actively engage with other schools to build effective learning communities.
- 6.2 Demonstrate optimistic personal behaviour, positive relationships and attitudes towards staff and pupils, and towards parents and carers, Governors and members of the local community.
- 6.3 Ensure the development of, and maintain effective strategies and procedures for staff induction, professional development and performance management across the Federation.
- 6.4 Regularly review own practice and achievements, set personal targets and take responsibility for own personal development. Take account of feedback from others.
- 6.5 Develop and maintain a culture of high expectations for self and others.
- 6.6 Inspire and influence others – within and beyond the schools – to believe in the fundamental importance of education in young people’s lives and to promote the value of education.
- 6.7 Promote harmonious working relationships within the schools in the Federation, promoting well-being and a healthy balance between work and other commitments for all staff.
- 6.8 Acknowledge and celebrate the achievements of individuals and teams.

ALL OTHER DUTIES

- 7.1 May be required to undertake any other reasonable duties appropriate to the role as instructed by the Governing Board.

NOTE

- The Executive Headteacher’s responsibilities may be delegated to other members of staff consistent with their conditions of employment and the nature and extent of their management responsibilities as determined by the Governing Board.
- The Executive Headteacher takes responsibility for excluding pupils for a fixed period(s) of no more than 45 days in a year or permanently.
- This Job Description is subject to annual review.
- This Job Description does not form part of the Contract of Employment.



DOVE VALLEY FEDERATION
Clifton CE (VC) Primary School & Osmaston CE (VC) Primary School

APPOINTMENT OF EXECUTIVE HEADTEACHER



Person Specification

Measurements: A = Application I = Interview R = Reference	
<p>Qualifications</p> <ul style="list-style-type: none"> • DfE recognised qualified teacher status/Qualified Teacher Learning and Skills (QTLS) status and registered with the Institute for Learning (IFL) • Appropriate leadership and management training, accreditation or qualifications, which may include NPQH, are considered desirable 	<p>A</p> <p>A, I</p>
<p>Experience</p> <ul style="list-style-type: none"> • Significant recent and relevant experience as a Headteacher, Deputy or Assistant Headteacher • A recent senior leadership post for at least 3 years • A proven track record of successful leadership • Successful experience of raising achievement • Working with and engaging the involvement of external partners and the local community • Successful teaching of pupils in the primary phase • Planning, determining and organising major curriculum areas 	<p>A, I,</p> <p>R</p> <p>A, I</p> <p>A, I</p> <p>R</p> <p>I, R</p> <p>A, I</p>
<p>Knowledge and Understanding of current issues and best practice including:</p> <ul style="list-style-type: none"> • Safeguarding children and young people • What constitutes a good and an outstanding school • The process of strategic planning and school self-evaluation • Ways to communicate and translate a shared vision into practice • Leading the management of change • Application of new technologies to teaching, learning and management • Comparative data and performance indicators to establish benchmarks and set targets for improvements • National policy framework and current educational legislation and initiatives • Principles of effective teaching and assessment for learning • Roles and responsibilities of Governing Body, LA, the Diocese and of the requirements for accountability • School budget management and financial responsibilities • Strategies for fostering school improvement, including attendance and behaviour for learning • Equal opportunities and commitment to their pursuit • Legal issues relating to school management 	<p>A, I</p> <p>I</p> <p>A, I</p> <p>A, I</p> <p>I</p> <p>I</p> <p>I</p> <p>A, I</p> <p>I</p> <p>I</p> <p>A, R</p> <p>I</p> <p>I</p> <p>I</p>

Measurements: A = Application I = Interview R = Reference	
Personal and Professional Qualities	
<ul style="list-style-type: none"> • Commitment to the welfare and safeguarding of young people • Strong personal motivation and drive • A genuine enthusiasm for, and commitment to, the development of young people, and concern for the development of colleagues and members of the wider school community • The ability to inspire, motivate staff, students and the wider community and engage their active commitment to your vision • Commitment to ensuring inclusion, addressing diversity and access • Commitment to own personal and professional development and that of all staff • High order analytical and problem solving skills and the ability to make informed judgements • Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues and the wider school community • The ability to project the school in a positive way and establish the school at the heart of the community • The ability to engage parents and carers in supporting children's learning • The ability to fill the role of lead professional in classroom practice • Commitment to an open, collaborative style of management • Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community • The ability to understand and appreciate the school's current strengths and the ways in which these might be further developed • The ability to form and maintain appropriate relationships and personal boundaries with young people • A commitment to supporting and promoting the strong Christian ethos of the school 	<ul style="list-style-type: none"> I I, R I I, R A, I A, I I A, I I I, R R I A, I I I, R A, I